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ABSTRACT

THE RESULTS CF A SURVEY CONDUCTED DURING THE 1968-1969 SCHCOL YEAR BY THE STATE OF IDAHC DEPARTMENT OF EDUCATION ARE REPORTED. TWENTY SIX THCUSANC AND FORTY THREE CHILDREN WITH SPECIAL HANDICAPS WERE IDENTIFIED ACCORDING TO TYPE OF PROBLEM. EACH COUNTIES' NUMERICAL DELINEATICN CF CHILDREN WITH LEARNING PROBLEMS, SPEECH DIFFICULTIES, HEARING PROBLEMS, PHYSICAL HANDICAPS, VISION PROBLEMS, BEHAVICR DISCRDERS, AND THE ACADEMICALLY TALENTED ARE LISTED ALCNG WITH CHARACTERISTICS, PRCBLEMS, AND NEEDS OF EACH OF THE ABOVE HANDICAPPING CONDITIONS. TABLES OF DATA ARE INCLUDED AND A SELF CHECK CHART IS PROVIDED TO HELP A SCHOOL DISTRICT DETERMINE THE KINDS OF SERVICES AVAILABLE. (WW)

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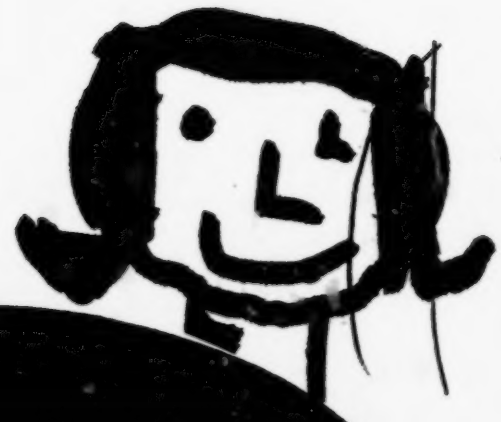

EVERYONE'S CHILDREN

STATE OF IDAHO
DEPARTMENT OF EDUCATION 1970

EVERYONE'S CHILDREN

ED036043

State of Idaho, Department of Education
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Statehouse
Boise, Idaho 83707

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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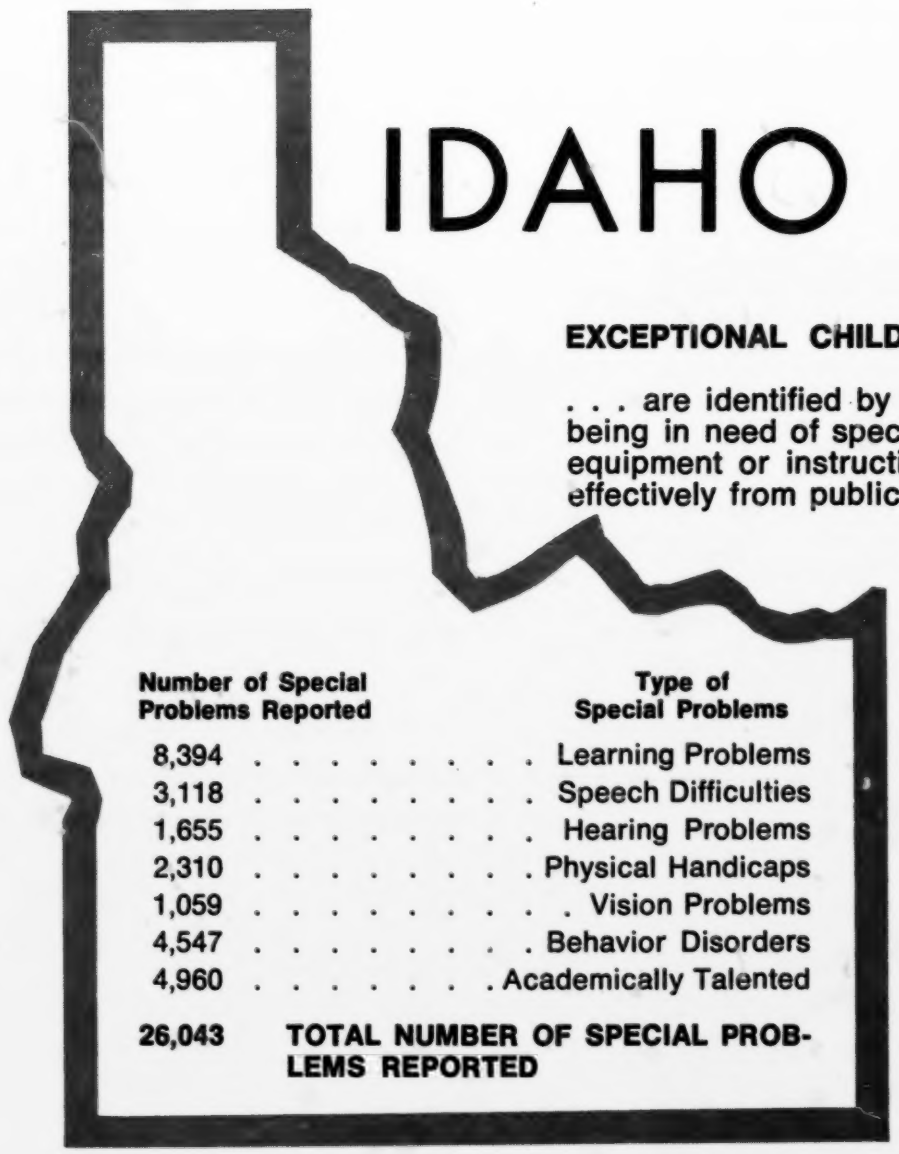
26,043*

EXCEPTIONAL CHILDREN are children in our public schools who have special handicaps or abilities which prevent them from deriving maximum benefit from regular classroom teaching.

*26,043 special handicaps were reported among Idaho's public school children, according to a **Survey of Exceptional Children** conducted during the 1968-1969 school year by the State of Idaho Department of Education, Boise, Idaho 83707. In this survey teachers reported that more than one of every nine children need special help.

ALL DATA IN THE FOLLOWING PAGES ARE FROM THIS SURVEY . . .



IDAHO

EXCEPTIONAL CHILDREN . . .

. . . are identified by Idaho teachers as being in need of special education services, equipment or instruction to benefit most effectively from public school education.

Number of Special Problems Reported	Type of Special Problems
8,394	Learning Problems
3,118	Speech Difficulties
1,655	Hearing Problems
2,310	Physical Handicaps
1,059	Vision Problems
4,547	Behavior Disorders
4,960	Academically Talented
26,043	**TOTAL NUMBER OF SPECIAL PROBLEMS REPORTED**

ADA COUNTY

1,164	learning problems
648	speech difficulties
368	hearing problems
363	physical handicaps
197	vision problems
613	behavior disorders
857	academically talented
4,210	Total problems reported

ADAMS COUNTY

30	learning problems
11	speech difficulties
17	hearing problems
7	physical handicaps
5	vision problems
24	behavior disorders
21	academically talented
115	Total problems reported

WHY DO EXCEPTIONAL

- BECAUSE regular classroom instruction does not meet the needs of exceptional children, special teacher attitudes, knowledge, and skills are needed.

- BECAUSE the regular classroom teacher cannot provide the individual instruction which is needed.

Exceptional children have the same right to an education as do all children.

CHILDREN NEED SPECIAL HELP?

- BECAUSE it is our goal to give everyone's children the best education possible.
- IDAHO'S public schools provide an opportunity for this education for most children in regular classrooms.
- BUT OUR exceptional children require special instruction.

BANNOCK COUNTY

717	learning problems
269	speech difficulties
145	hearing problems
206	physical handicaps
106	vision problems
506	behavior disorders
324	academically talented
2,273	Total problems reported

BEAR LAKE COUNTY

55	learning problems
16	speech difficulties
1	hearing problem
12	physical handicaps
7	vision problems
18	behavior disorders
57	academically talented
166	Total problems reported

BENEWAH COUNTY

122	learning problems
28	speech difficulties
19	hearing problems
15	physical handicaps
12	vision problems
35	behavior disorders
78	academically talented
309	Total problems reported

BINGHAM COUNTY

385	learning problems
153	speech difficulties
104	hearing problems
99	physical handicaps
44	vision problems
226	behavior disorders
189	academically talented
1,200	Total problems reported

FINDING EXCEPTIONAL

- Physchological testing is a way of measuring the child's learning or problem solving ability.
- The child's test score is compared with the scores of thousands of children of the same age.
- Psychological testing is a valuable tool in determining how best to help a pupil who is seriously behind the learning requirements of his grade, or who is academically talented.

- Testing is done by trained, professional persons.
- Presently the public school psychologist provides the major source of such testing in the school district.

  16 psychologists are serving in our public schools during the 1969-1970 school year.

  There is an estimated need for 44 additional school psychologists to serve our public schools. (Based on a maximum of one psychologist per 3,000 pupils.)

CHILDREN . . . HELPING THEM

CHILDREN who are Exceptional need more than psychological testing.

THEY NEED:

- Testing of near and far vision.
- Audiometric testing of hearing.
- Pediatric medical examination.
- Diagnostic Tests of academic and learning abilities.
- Measurement of social emotional development.

Special Education for Exceptional Children Provides:

- Small class or individual instruction for those who need it.
- Specially trained teachers and therapists.
- Instruction geared to each child's learning needs. Only eligible pupils are admitted after comprehensive evaluation.

BLAINE COUNTY

18	learning problems
12	speech difficulties
5	hearing problems
3	physical handicaps
5	vision problems
16	behavior disorders
17	academically talented
76	Total problems reported

BOISE COUNTY

15	learning problems
10	speech difficulties
3	hearing problems
4	physical handicaps
4	vision problems
10	behavior disorders
20	academically talented
66	Total problems reported

BONNER COUNTY

158	learning problems
41	speech difficulties
14	hearing problems
36	physical handicaps
9	vision problems
94	behavior disorders
72	academically talented
424	Total problems reported

BONNEVILLE COUNTY

475	learning problems
197	speech difficulties
121	hearing problems
187	physical handicaps
68	vision problems
429	behavior disorders
521	academically talented
1,998	Total problems reported

Frequent Questions About Exceptional Children

1. How do you recognize an "Exceptional Child" who needs "Special Education?"

2. What does "mentally retarded" really mean?

3. Are children who fail consistently in school always mentally retarded?

4. Does putting a child in a special class make him feel "different?"

Answers . . .

The special child is recognized when his handicap prevents him from performing effectively in the regular academic classes in school. A child with a handicap which does not interfere with his progress in school is not eligible for special help.

"Retarded" means "slowed." A mentally retarded child does not develop mentally as fast as other children. He does not learn as quickly as other children do and generally cannot learn as much.

No. Poor vision or hearing may also keep a child from making expected progress in school. Such a child should have a medical check-up and an eye and ear examination, as well as a test of his ability to learn (psychological evaluation) if he fails repeatedly in school or is promoted only because of size and age.

The child who is failing in the regular classroom because of a handicap already feels "different" because he is not able to do what others his own age can do. In the special class he has the chance to succeed at his own level and rate of accomplishment. He does not feel like a failure or feel rejected.

BOUNDARY COUNTY

46	learning problems
19	speech difficulties
4	hearing problems
23	physical handicaps
8	vision problems
25	behavior disorders
79	academically talented
204	Total problems reported

BUTTE COUNTY

33	learning problems
12	speech difficulties
5	hearing problems
8	physical handicaps
5	vision problems
18	behavior disorders
8	academically talented
89	Total problems reported

CAMAS COUNTY

5	learning problems
1	speech difficulties
2	hearing problems
4	physical handicaps
1	vision problems
2	behavior disorders
19	academically talented
34	Total problems reported

CANYON COUNTY

600	learning problems
207	speech difficulties
137	hearing problems
191	physical handicaps
80	vision problems
320	behavior disorders
284	academically talented
1,819	Total problems reported

Group I

The Child With

WHO IS THIS CHILD?

- He is failing in his school work.
- He cannot work at his grade level.
- He has repeated grades.
- He has been promoted because of his size and age, not for the work he has done.
- He is upset because he cannot keep up his school work.

Learning Problems

8,394 Learning Problems Reported

WHAT DOES HE NEED?

- He needs a check of vision and hearing to discover if such handicaps are causing his difficulty.
- He needs an individual test by a psychologist to measure learning strengths and weaknesses, and to find out if mental retardation exists.
- He needs assignment to a special class if he is eligible.

CARIBOU COUNTY

35	learning problems
25	speech difficulties
22	hearing problems
7	physical handicaps
1	vision problems
17	behavior disorders
7	academically talented
114	Total problems reported

CASSIA COUNTY

197	learning problems
81	speech difficulties
31	hearing problems
51	physical handicaps
29	vision problems
83	behavior disorders
68	academically talented
540	Total problems reported

CLARK COUNTY

13	learning problems
12	speech difficulties
2	hearing problems
6	physical handicaps
5	vision problems
10	behavior disorders
6	academically talented
54	Total problems reported

CLEARWATER COUNTY

179	learning problems
33	speech difficulties
18	hearing problems
33	physical handicaps
11	vision problems
79	behavior disorders
77	academically talented
430	Total problems reported

Group II

The Child With A

WHAT ARE THIS CHILD'S PROBLEMS?

- He may talk in a way others find difficult to understand.
- He may stutter.
- He may substitute, omit, or distort certain speech sounds.
- He may be seriously disturbed because of his inability to talk like others.
- His handicap may increase if an inexperienced person tries to correct it with ridicule, coercion or other wrong methods.

Speech Difficulty

3,118 Speech Difficulties Reported

WHAT HELP CAN WE GIVE HIM?

- We can evaluate his speech and hearing to determine the extent and cause of his speech problems.
- We can give him special training by a speech and hearing therapist who will also work with the classroom teacher and parents in order to help the child improve his speech. Where medical problems exist, referral to the proper medical specialist should be made.

THINGS TO REMEMBER

- Most speech problems are the result of slow and improper speech development, and are not caused by physical or mental defects.
- Speech defects can be improved or eliminated by speech therapy.

CUSTER COUNTY

45	learning problems
17	speech difficulties
8	hearing problems
21	physical handicaps
7	vision problems
20	behavior disorders
12	academically talented
130	Total problems reported

ELMORE COUNTY

154	learning difficulties
48	speech difficulties
23	hearing problems
27	physical handicaps
15	vision problems
103	behavior disorders
110	academically talented
480	Total problems reported

FRANKLIN COUNTY

77	learning problems
36	speech difficulties
13	hearing problems
17	physical handicaps
9	vision problems
61	behavior disorders
35	academically talented
248	Total problems reported

FREMONT COUNTY

77	learning problems
25	speech difficulties
25	hearing problems
33	physical handicaps
10	vision problems
38	behavior disorders
39	academically talented
247	Total problems reported

Group III

The Child With A

HIS PROBLEMS

- Hearing loss is sometimes hard to recognize. It is possible that no one may be aware that the child has a problem.
- The teacher and parents may blame the child for inattentions or misconduct which is actually explained by his failure to hear what was said to him.
- If this child gets no help, he may fail in his class because he cannot understand the teacher.
- His faulty hearing may cause children to laugh at him or shun him when he misunderstands what they say to him.
- He may become a school problem, a dropout, or a truant. He may eventually detach himself completely from society.

Hearing Problem

1,655 Hearing Problems Reported

HIS NEEDS

- He needs training from a speech and hearing therapist or a special education class in a special classroom.
- He may need instruction in lip reading skills.
- He may need a hearing aid.
- If his speech has suffered because of lack of hearing, he will need speech correction and help in word and language development.

BACK-GROUND

- At least 1,655 Idaho public school pupils are reported as having some hearing loss.
- Some children with hearing losses require special classroom instruction in addition to speech and hearing therapy. No public school classes for hard of hearing children are provided in Idaho.

Schools need regular screening programs to detect children with faulty hearing.

GEM COUNTY

120	learning problems
49	speech difficulties
19	hearing problems
26	physical handicaps
16	vision problems
60	behavior disorders
50	academically talented
340	Total problems reported

GOODING COUNTY

77	learning problems
23	speech difficulties
10	hearing problems
15	physical handicaps
5	vision problems
31	behavior disorders
27	academically talented
188	Total problems reported

IDAHO COUNTY

145	learning problems
63	speech difficulties
24	hearing problems
21	physical handicaps
20	vision problems
68	behavior disorders
43	academically talented
384	Total problems reported

JEFFERSON COUNTY

156	learning problems
37	speech difficulties
21	hearing problems
42	physical handicaps
13	vision problems
101	behavior disorders
45	academically talented
415	Total problems reported

Group IV

The Child Who is

HIS HANDICAPS ARE PHYSICAL

- He may be a cripple who uses an orthopedic appliance, a crutch or a brace.
- He may have an orthopedic problem such as a curved spine or broken back.
- He may be cerebral palsied, or a post polio victim.
- He may have a weakening or crippling disease which limits his strength or his activity, such as congenital heart disease, asthma, epilepsy or rheumatic fever.
- He may have more than one handicap with multiple problems.

Physically Handicapped

2,310 Physical Handicaps Reported

HIS NEEDS DEPEND ON HIS HANDICAPS

- Temporarily crippled or disabled children may need home instruction or a school-to-home telephone circuit to keep up with school work until they are able to return to regular classes.
- Some crippled children can attend regular school classes if special transportation to school is provided or if the school building's facilities can accommodate a child in a wheelchair.
- Children with severe crippling conditions may require permanent home instructors or school provision of special classes for the physically handicapped. Physical and occupational therapy, special education, and extra care may be needed.

ARE WE MEETING HIS NEEDS?

- Two school districts in Idaho provide special education classrooms for physically handicapped.

JEROME COUNTY

200	learning problems
40	speech difficulties
41	hearing problems
35	physical handicaps
33	vision problems
78	behavior disorders
75	academically talented
502	Total problems reported

KOOTENAI COUNTY

418	learning problems
185	speech difficulties
53	hearing problems
117	physical handicaps
46	vision problems
195	behavior disorders
184	academically talented
1,198	Total problems reported

LATAH COUNTY

290	learning problems
94	speech difficulties
37	hearing problems
92	physical handicaps
22	vision problems
170	behavior disorders
305	academically talented
1,010	Total problems reported

LEMHI COUNTY

85	learning problems
18	speech difficulties
17	hearing problems
17	physical handicaps
4	vision problems
60	behavior disorders
73	academically talented
274	Total problems reported

Group V

The Child With

SOME PROBLEMS

- He may find it increasingly difficult to keep up with his class, unless he gets help.
- He may be allowed to drift because the teacher does not have the time or the skills to help him.
- His loss of vision may not be discovered until it is too late if school or public nursing services are not available.

BACK-GROUND

- Blindness in the United States is increasing, including loss of vision in children. Much of it could be prevented.
- Most parents with children who have vision problems would prefer to keep them in regular schools, if medical and visual conditions permit.

Vision Problems

1,059 Vision Problems Reported

SOME ANSWERS

- He may require referral to a medical specialist to detemine whether vision can be improved medically or with special glasses.
- He may need large-print textbooks.
- He may need special equipment and a special education teacher in a resource room for visually handicapped children.

A NEED

- Schools need regular screening programs to detect children with vision problems.

LEWIS COUNTY

60	learning problems
24	speech difficulties
6	hearing problems
19	physical handicaps
8	vision problems
21	behavior disorders
18	academically talented
156	Total problems reported

LINCOLN COUNTY

44	learning problems
14	speech difficulties
12	hearing problems
15	physical handicaps
11	vision problems
14	behavior disorders
34	academically talented
144	Total problems reported

MADISON COUNTY

156	learning problems
45	speech difficulties
25	hearing problems
48	physical handicaps
22	vision problems
63	behavior disorders
54	academically talented
413	Total problems reported

MINIDOKA COUNTY

201	learning problems
65	speech difficulties
39	hearing problems
61	physical handicaps
31	vision problems
102	behavior disorders
78	academically talented
577	Total problems reported

Group VI

The Child With

SOME PROBLEMS

- He may exhibit aggressive behavior in classroom or on playground which interferes with instruction, welfare, or safety of others.
- He may be withdrawn, anxious, or tense to a noticeable degree.

BACK-GROUND

- A comprehensive evaluation in medical, psychological, academic, and social-emotional areas is required.
- Children with severe behavior problems may be emotionally disturbed and require special education and clinical therapy or special counseling.
- School social workers can help child, parents and school.

Behavior Disorders

4,547 Behavior Disorders Reported

SOME ANSWERS

- If this child has learning problems he can be assigned to a special education classroom for children with perceptual impairment (learning disabilities).
- School Districts in Idaho are authorized to provide special education classes for all types of exceptional children described in this booklet.

A NEED

- Special classrooms for perceptually impaired children are needed for children with moderate behavior disorders and learning disabilities.
- Special classrooms and special therapy are needed for children with severe behavioral problems (emotionally disturbed).

NEZ PERCE COUNTY

359	learning problems
116	speech difficulties
95	hearing problems
107	physical handicaps
39	vision problems
198	behavior disorders
230	academically talented
1,144	Total problems reported

ONEIDA COUNTY

89	learning problems
15	speech difficulties
6	hearing problems
20	physical handicaps
5	vision problems
69	behavior disorders
20	academically talented
224	Total problems reported

OWYHEE COUNTY

89	learning problems
22	speech difficulties
15	hearing problems
15	physical handicaps
18	vision problems
52	behavior disorders
34	academically talented
245	Total problems reported

PAYETTE COUNTY

190	learning problems
59	speech difficulties
18	hearing problems
49	physical handicaps
11	vision problems
75	behavior disorders
117	academically talented
519	Total problems reported

Group VII

The Academically .

SOME PROBLEMS

He is in the top one percent of pupils his age in intelligence and finds regular school assignments boring and without challenge.

He may be allowed to drift along because the teacher does not have the training, the materials, or the time to give him individual help.

If his high degree of potential ability is unrecognized by the school, he may become a poor student and a behavior problem despite his talent.

BACK-GROUND

Idaho is one of 17 states which have laws authorizing school districts to provide special education for academically talented or gifted children.

Talented Child

4,960 Academically Talented Reported

SOME ANSWERS

- He should have a comprehensive evaluation to determine his need and eligibility for special education.

  He may need to be assigned to a special education classroom program for academically talented children.

  A specially trained teacher and a wide variety of educational materials may be required.

A NEED

At the present time no special education classroom programs for academically talented pupils are offered by the public schools.

POWER COUNTY

98	learning problems
25	speech difficulties
26	hearing problems
18	physical handicaps
11	vision problems
43	behavior disorders
63	academically talented
284	Total problems reported

SHOSHONE COUNTY

259	learning problems
153	speech difficulties
38	hearing problems
71	physical handicaps
34	vision problems
75	behavior disorders
160	academically talented
790	Total problems reported

TETON COUNTY

48	learning problems
13	speech difficulties
3	hearing problems
12	physical handicaps
7	vision problems
23	behavior disorders
8	academically talented
114	Total problems reported

TWIN FALLS COUNTY

500	learning problems
128	speech difficulties
57	hearing problems
119	physical handicaps
44	vision problems
187	behavior disorders
286	academically talented
1,321	Total problems reported

This Idaho Is Doing:

There are 126 classes for children who are mentally retarded.

There are 16 classes for children who are perceptually impaired (learning disabilities).

41 Speech and Hearing Therapists are employed by the public schools.

Cooperative multi-district special education units are proving efficient and effective in several areas of the State.

Cooperation by local school districts with the following agencies has resulted in improved services to exceptional children:

State Department of Health, Division of Mental Health and Division of Mental Retardation and Child Development
Vocational Rehabilitation Services
Vocational Education
University of Idaho*
Idaho State University*
Boise State College*

*Operate Special Education Instructional Materials Centers to benefit all teachers of exceptional children.

This Idaho Could Do:

- We could initiate new programs, expand and improve present school district services to exceptional children, including the hard of hearing, emotionally disturbed, the academically talented, and visually handicapped.

- We could pay higher salaries to attract qualified personnel into special education.

- We could expand the program for training school psychologists in our universities.

- We could provide out-of-school instruction for chronically ill or other handicapped children who are unable to attend school because of a physical condition.

VALLEY COUNTY

52	learning problems
7	speech difficulties
3	hearing problems
15	physical handicaps
10	vision problems
22	behavior disorders
21	academically talented
130	Total problems reported

WASHINGTON COUNTY

158	learning problems
22	speech difficulties
3	hearing problems
23	physical handicaps
11	vision problems
93	behavior disorders
135	academically talented
445	Total problems reported

DISTRICT TOTALS, STATE SURVEY OF EXCEPTIONAL CHILDREN

Numbers of pupils who were reported by their teachers as having conditions or symptoms believed to indicate a need for further evaluation and possibly a need for special education.

District Number	Numbers of Problems Reported (A child may be reported for more than one problem.*)							
	Learning Problems	Speech Difficulties	Hearing Problems	Physical Handicaps	Vision Problems	Behavior Disorders	Academically Talented	Total Children*
1	991	612	337	322	180	557	766	3,048
2	113	31	26	35	11	32	77	284
3	60	5	5	6	6	24	14	104
11	6	0	0	1	1	3	12	21
13	24	11	17	6	4	21	9	62
21	58	26	17	15	7	30	21	116
25	659	243	128	191	99	476	303	1,616
33	55	16	1	12	7	18	57	143
41	69	21	18	12	8	17	63	182
42	53	7	1	3	4	18	15	72
52	100	23	36	31	9	65	51	239
55	161	76	38	33	22	76	89	389
58	39	19	10	13	3	28	15	95
59	39	18	9	9	5	31	12	102
60	46	17	11	13	5	26	22	109
61	18	12	5	3	5	16	17	72
71	11	7	1	1	2	6	7	32
72	0	1	0	2	0	1	8	11
73	4	2	2	1	2	3	5	15
82	158	41	14	36	9	94	72	351
91	364	123	88	140	48	273	462	1,247

District Number	Numbers of Problems Reported (A child may be reported for more than one problem.*)							
	Learning Problems	Speech Difficulties	Hearing Problems	Physical Handicaps	Vision Problems	Behavior Disorders	Academically Talented	Total Children*
92	8	3	2	4	1	2	7	24
93	103	71	31	43	19	154	52	385
101	46	19	4	23	8	25	79	171
111	33	12	5	8	5	18	8	74
121	5	1	2	4	1	2	19	29
131	247	92	61	92	36	163	111	611
132	143	59	43	53	20	70	100	373
133	27	5	2	2	1	19	3	46
134	18	18	6	7	5	8	4	56
135	9	2	3	5	1	6	2	24
136	22	8	2	2	1	3	8	43
137	64	5	2	4	5	11	18	99
138	0	0	0	0	0	0	0	0
139	70	18	18	26	11	40	38	176
148	17	15	8	3	0	6	2	37
149	6	1	5	1	0	1	0	11
150	12	9	9	3	1	10	5	36
151	197	81	31	51	29	83	68	417
161	13	12	2	6	5	10	6	48
171	171	32	18	33	10	79	73	352
172	8	1	0	0	1	0	4	12
181	23	16	6	18	4	16	9	72
182	22	1	2	3	3	4	3	29
191	1	1	1	0	0	0	0	1

District Number	Numbers of Problems Reported (A child may be reported for more than one problem.*)							
	Learning Problems	Speech Difficulties	Hearing Problems	Physical Handicaps	Vision Problems	Behavior Disorders	Academically Talented	Total Children*
192	61	7	6	6	4	12	32	111
193	92	40	16	21	11	91	78	286
201	60	30	11	14	7	57	34	167
202	17	6	2	3	2	4	1	35
215	77	25	25	33	10	38	39	211
221	120	49	19	26	16	60	50	262
231	36	13	3	10	3	9	16	81
232	31	10	7	3	1	22	2	61
233	10	0	0	2	1	0	9	21
234	0	0	0	0	0	0	0	0
241	121	49	17	14	10	47	32	235
242	24	14	7	7	10	21	11	59
251	137	32	16	39	11	86	26	283
252	19	5	5	3	2	15	19	59
261	132	32	25	29	23	43	44	268
262	68	8	16	6	10	35	31	140
271	221	121	36	77	29	132	134	593
272	67	35	6	15	6	20	18	150
273	97	20	8	17	5	30	14	154
274	25	5	2	7	6	9	8	49
275	8	4	1	1	0	4	10	24
281	182	61	25	67	16	116	274	612
282	27	6	2	5	3	14	8	52
283	12	4	1	4	0	5	5	23
284	33	8	2	6	0	25	14	67

District Number	Numbers of Problems Reported (A child may be reported for more than one problem.*)							
	Learning Problems	Speech Difficulties	Hearing Problems	Physical Handicaps	Vision Problems	Behavior Disorders	Academically Talented	Total Children*
285	36	15	7	10	3	10	4	68
291	82	17	16	15	4	59	63	206
292	3	1	1	2	0	1	10	16
302	22	8	1	2	1	7	5	43
304	38	15	4	18	8	14	5	80
305	1	1	1	0	0	0	8	10
312	28	6	6	9	9	8	19	69
314	2	1	0	0	0	0	0	3
316	13	7	6	5	1	6	14	40
321	129	36	22	45	21	53	32	237
322	27	9	3	3	1	10	22	63
331	201	65	39	61	31	102	78	439
340	285	101	75	98	31	166	218	773
341	67	11	18	9	3	22	11	110
342	5	4	2	0	5	7	1	12
343	2	0	0	0	0	3	0	4
351	89	15	6	20	5	69	20	135
363	32	13	11	2	9	18	13	69
364	0	1	0	0	0	1	0	2
365	14	2	1	3	3	7	4	28
370	43	6	3	10	6	26	17	88
371	64	31	6	16	2	21	26	123
372	33	13	5	10	4	22	20	94
373	93	15	7	23	5	32	71	208
381	98	25	26	18	11	43	63	230
								29

District Number	Numbers of Problems Reported (A child may be reported for more than one problem.*)							
	Learning Problems	Speech Difficulties	Hearing Problems	Physical Handicaps	Vision Problems	Behavior Disorders	Academically Talented	Total Children*
382	0	0	0	0	0	0	0	0
383	0	0	0	0	0	0	0	0
391	107	113	20	54	11	38	85	370
392	40	7	1	4	6	4	13	65
393	108	29	15	12	16	30	59	235
394	4	4	2	1	1	3	3	7
401	48	13	3	12	7	23	8	89
411	295	95	41	92	32	114	180	682
412	40	13	6	14	3	9	17	87
413	60	10	1	5	3	35	18	113
414	44	2	6	3	1	16	47	106
415	16	3	1	2	1	6	9	35
416	1	0	0	0	0	1	1	3
417	28	0	2	0	2	4	12	46
418	16	5	0	3	2	2	2	24
421	36	5	3	13	7	17	11	81
422	16	2	0	2	3	5	10	34
431	141	18	0	14	8	87	112	304
432	17	3	2	6	3	6	15	39
433	0	1	1	3	0	0	8	13
Totals	8,394	3,118	1,655	2,310	1,059	4,547	4,960	20,922

How Are We Doing?

The Self Check Chart on the next two pages enables you to determine the kinds of services provided by your school district for exceptional children.

Does Your School District

SELF CHECK CHART:

	Yes	No
1. Individual psychological testing by a qualified psychologist to discover a pupil's strong and weak points in his learning ability?	☐	☐
2. School nurse or visiting public health nurse to do screening tests of vision and hearing; keep track of general student health; encourage good health habits of all pupils at school, at home?	☐	☐
3. Speech and Hearing Therapist to discover and remediate effects of handicap?	☐	☐
ELEMENTARY AND SECONDARY SPECIAL EDUCATION FOR THE FOLLOWING TYPES OF EXCEPTIONAL CHILDREN:		
4. Mentally Retarded?	☐	☐

Provide These Services?

	Yes	No
5. Academically Talented?	☐	☐
6. Perceptually Impaired (learning disabilities)?	☐	☐
7. Physically Handicapped?	☐	☐
8. Chronically Ill (out of school)?	☐	☐
9. Visually Handicapped?	☐	☐
10. Auditorially Handicapped?	☐	☐
11. Emotionally Disturbed?	☐	☐

Will You Help? You CAN Help by . . .

. . . learning the facts about children in your school district who may need special education because of serious learning, speech, hearing, physical or vision difficulties

. . . cooperating with and supporting school district efforts to organize and improve educational services to all children including exceptional children

. . . supporting your legislators; they are vitally interested in schools, and they know that helping special children with special problems helps all children in our schools

. . . supporting district and state efforts to:

1. Provide adequate funds to improve educational services for Everyone's Children, including exceptional children
2. Take an active interest in efforts to improve community mental health and special care of pre-school children via community mental health centers, child development centers and State Department of Health
3. Support clarifying our special education laws to permit fiscal support of special education programs for pre-school children who qualify

. . . keeping in touch with the State Department of Education in Boise

. . . telling your friends about this booklet

. . . Remembering that Exceptional Children are Everyone's Children and Need Special Help

EXCEPTIONAL CHILDREN

ARE

EVERYONE'S CHILDREN